



## South Dakota 2013-14 Accountability/School Performance Index Report Card Calculation Guide

This resource document is designed to answer frequently asked questions regarding South Dakota's accountability system. Additional information can be found at: <http://doe.sd.gov/Accountability/spi.aspx>. South Dakota's accountability system is based on a 100-point School Performance Index, or SPI. The SPI consists of three key indicators, with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points. The SPI recognizes both achievement and growth and provides schools with unique student achievement targets that encourage continuous and ongoing improvement. Because the state was granted a waiver from the U.S. Department of Education that allowed South Dakota to participate in a field test of new assessments and not double test students on the old assessments in the 2013-14 year, no SPI scores will be calculated based on 2013-14 data.

**Gap Group and Non-Gap Group** - One of the main components of the state accountability system is the creation and use of a Gap Group. South Dakota's Gap Group consists of subgroups of students that have historically contributed to the achievement gap, based on state assessment data. Assessment data will be re-evaluated every six years to determine the composition of the Gap Group, or will be re-run when AMOs are rebased. Currently, the Gap Group contains students who are part of one or more of the following subgroups: American Indian or Alaskan Native, Black, Hispanic, Limited English Proficient, Students with Disabilities and Economically Disadvantaged Students. Students not in any of these subgroups are part of the Non-Gap group. The Non-Gap group currently consists of the following subgroups: White, Asian, Hawaiian/Pacific Islander, and Two or more races. Because of the Gap Group, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps.

The accountability system requires at least 10 students in order to publicly report results. If the subgroup has less than 10 students, data for that subgroup will be suppressed.

The accountability system incorporates the following key indicators of school performance.

### INDICATOR #1: Student Achievement

A minimum of 95% participation on the state's assessment is required for a school to receive points for the student achievement indicator in the School Performance Index.

#### **Participation Rate Calculation:**

**Numerator = \*Count of students tested**

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**Denominator = Count of eligible students enrolled on last day of test window**

\*Count of students tested includes all students who attempted to take the test by at least answering one question.

In the 2013-14 academic year participation rates are not included on the school report card.

## Achievement Rate Calculation:

**Numerator = Count of students who tested Proficient or Advanced on the State Assessment**

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**Denominator = Count of students who participated in the student assessment**

All students in grades 3-8 and 11 are included in the Achievement calculation if they meet Full Academic Year (FAY). FAY means a student was enrolled a substantial portion of the year in a specific school. For the 2013-14 report card, this means a student must be enrolled from October 1<sup>st</sup> until the last day of the testing window with an enrollment gap of no more than 15 consecutive school days.

In the 2013-14 year, South Dakota participated in field testing for two new assessments: Smarter Balanced and National Center and State Collaborative (NCSC). Because this is a field test year, data gathered will be used to evaluate item reliability and validity and will be used to help set cut scores for future years. The data cannot be used to evaluate student performance for the 2013-14 year.

Schools that did not participate in the field testing for the new assessments due to lack of technology completed the Dakota STEP. Achievement rates for these schools are reported accordingly.

## INDICATOR #2: High School Completion OR Academic Growth

**At the High School level**, the second indicator is called High School Completion. This indicator consists of two weighted measures: a (1) High School Completer Rate and a (2) Four-Year Adjusted Cohort Graduation Rate. In 2013/14, each accounts for half of the points for Indicator #2.

- (1) **High School Completer Rate** is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED. This would include students who graduated outside of the traditional four-year timeframe (both early and late graduates).

### Completer Rate Calculation for the 2013/14 school year:

**Numerator** = Number of students who obtained a high school diploma or GED in the current school year

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**Denominator** = Dropouts (Grade 9 dropouts in 2010/11 + Grade 10 dropouts in 2011/12 + Grade 11 dropouts in 2012/13 + Grade 12 dropouts in 2013/14) + the number of students who obtained a high school diploma or GED in the current school year

- (2) **Graduation Rate** is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. South Dakota is required to follow the Title I Four-Year Adjusted Cohort methodology in determining Graduation Rate.

### Graduation Rate Calculation (Title 1 Four-Year Adjusted Cohort) for the 2013/14 school year:

**Numerator** = Number of cohort members who graduate in four years with a regular high school diploma

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**Denominator** = Number of first-time ninth graders in fall 2010 (starting cohort year), plus students who transfer into, minus students who are removed from the cohort during the school years 2010/11, 2011/12, 2012/13 and 2013/14

**At the Elementary and Middle School levels**, Indicator #2 is Academic Growth. This indicator is still in development.

## INDICATOR #3: College and Career Readiness OR Attendance

**At the High School level**, the College and Career Readiness score is based on the factors noted below for 2013-14. Half of the score for this year will come from the math score and half will come from reading.

1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)

2) Percent of students who's ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

In the 2014-15 year, South Dakota will include multiple options for schools to show that they have prepared students to be college and career ready.

**At the Elementary and Middle School Level**, Indicator #3 is Attendance.

**Attendance Calculation:**

**Numerator** = Count of Days of Membership for all students who were enrolled at any time during the year – Count of Absent Days for all students who were enrolled at any time during the year

**Denominator** = Count of Days of Membership for all students who were enrolled at any time during the year

Attendance is reported as a percentage. All students in grades K – 8 grade are included in the Attendance calculation even if they do not meet Full Academic Year (FAY).

**Classification, Recognition and Support**

As the result of a waiver granted by the U.S. Department of Education, South Dakota is able to hold school classifications steady in the 2013-14 school year. All schools will remain under the classifications assigned based on the 2012-13 data.

<b>Exemplary Schools</b> High Performing – SPI score at/above top 5% High Progress – Top 5% for Growth on Certain GAP Group indicators (effective 2015/16)
<b>Status Schools</b> SPI score at/above top 10% (excluding Exemplary)
<b>Progressing Schools</b> SPI score between bottom 5% and top 10%
<b>Priority Schools</b> SPI score at/below bottom 5%

\*\*A separate calculation is used to determine the Focus Schools category.

**Exemplary Schools:** All South Dakota public schools are eligible for recognition in one of two Exemplary categories:

- 1) **Exemplary Schools:** Schools whose overall SPI scores rank in the top 5 percent of schools across the state
- 2) **Exemplary High Progress Schools:** Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap Group (elementary and middle school levels); and Student Achievement and four-year cohort graduation rate for the Gap Group (high school level) over a period of two years.

No school with a significant achievement gap, as determined by the Focus School calculation, will be classified as an Exemplary School.

**Status Schools:** Schools whose total score on the SPI is at or above the top 10 percent, excluding Exemplary Schools

**Progressing Schools:** Schools whose total score on the SPI is above the bottom 5 percent but below the top 10 percent

**Priority Schools:** Schools whose total score on the SPI is at or below the bottom 5 percent. Per federal requirements, the total number of Priority Schools must be at least 5 percent of the Title I schools in the state. This classification also applies to Title I and Title I eligible high schools whose graduation rate is below 60 percent for the last two years. Tier I and II SIG schools are included in this classification as well.

In addition to the classification noted above, there also will be a Focus School category that applies only to Title I schools.

**Focus Schools (Title I only)**

Schools contributing to the achievement gap  
Measured by certain Gap Group indicators

**Focus Schools:** Focus Schools are **Title I schools** that are contributing to the achievement gap. The primary calculation to determine Focus Schools looks specifically at Student Achievement and four-year cohort Graduation Rate of the Gap Group at the high school level; and Student Achievement and Attendance of the Gap Group for elementary and middle schools.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list.

As a safeguard to ensure that no single subgroup within the larger Gap Group is ignored, a Title I school in which any subgroup whose combined reading and math proficiency rate is 75% lower than the Gap Group combined reading and math proficiency rate at the same school for *the past two consecutive years* will be placed in the Focus School category.

Per federal regulations, the South Dakota Department of Education (SD DOE) will work with districts that have Priority and Focus Schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Waiver.

**Special District Classifications**

A district that has at least one Priority School and in which at least 50 percent of schools are Priority and/or Focus schools, is a Priority District. Only districts with three or more public schools may be identified as Priority Districts.

**Confidentiality** - SD DOE takes the job of maintaining and protecting the confidentiality of South Dakota students very seriously. To that end, we have developed and utilize the following protocol:

1. The State neither publishes nor publically releases any data pertaining to school performance or other matters for any group or subgroup with fewer than 10 members.
2. Individual student's results are never reported to the public.
3. For all calculations, if the denominator is less than 10, the resulting data is suppressed.
4. A notation will be used on all public reports when data has been suppressed.

**Annual Measurable Objectives (AMOs)** - To hold schools accountable, South Dakota has set unique school-level, district-level and state-level goals based on the overarching goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the newly created Gap and Non-Gap Groups, who are not proficient within six years. Assessment data will be re-evaluated every six years to determine the composition of the Gap group, or will be re-run when AMOs are rebased. AMOs are set separately for the All Students, Gap and Non-Gap groups as well as for all other subgroups.

AMOs are set separately for reading/language arts and math. AMOs will be reset at the end of the six year cycle. If a school starts the six year cycle without enough students in a subgroup to set publicly reported AMOs but has a subgroup that grows to more than 10 students, AMOs will be set for that group after one year of testing has been completed. A listing of the most recently set AMOs can be found on the Department of Education's Accountability Website. The state level six year AMOs based on the 2011-2012 data are as follows:

**Math Achievement, Percent of Students Proficient or Advanced:**

	<b>Base</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
All Students	76.27	78.25	80.23	82.20	84.18	86.16	88.14
Gap	62.36	65.50	68.63	71.77	74.91	78.04	81.18
Non-Gap	89.21	90.11	91.01	91.91	92.81	93.71	94.61
White/Caucasian	81.98	83.48	84.98	86.49	87.99	89.49	90.99
American Indian/Alaskan Native	46.64	51.09	55.53	59.98	64.43	68.87	73.32
Hispanic/Latino	62.11	65.27	68.43	71.58	74.74	77.90	81.06
Black/African American	56.69	60.30	63.91	67.52	71.13	74.74	78.35
Asian	66.59	69.37	72.16	74.94	77.73	80.51	83.30
Native Hawaiian/Pacific Islander	75.47	77.51	79.56	81.60	83.65	85.69	87.74
Multi-Racial	72.99	75.24	77.49	79.74	81.99	84.24	86.50
Student with Disabilities	42.89	47.65	52.41	57.17	61.93	66.69	71.45
English Language Learners	32.53	38.15	43.78	49.40	55.02	60.64	66.27
Economically Disadvantaged	63.03	66.11	69.19	72.27	75.35	78.43	81.52

**Reading Achievement, Percent of Students Proficient or Advanced:**

	<b>Base</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
All Students	75.17	77.24	79.31	81.38	83.45	85.52	87.59
Gap	62.06	65.22	68.38	71.55	74.71	77.87	81.03
Non-Gap	87.35	88.40	89.46	90.51	91.57	92.62	93.68
White/Caucasian	80.27	81.91	83.56	85.20	86.85	88.49	90.14
American Indian/Alaskan Native	48.67	52.95	57.23	61.50	65.78	70.06	74.34
Hispanic/Latino	64.4	67.37	70.33	73.30	76.27	79.23	82.20
Black/African American	56.42	60.05	63.68	67.32	70.95	74.58	78.21
Asian	61.19	64.42	67.66	70.89	74.13	77.36	80.60
Native Hawaiian/Pacific Islander	71.7	74.06	76.42	78.78	81.13	83.49	85.85
Multi-Racial	75.17	77.24	79.31	81.38	83.45	85.52	87.59
Student with Disabilities	42.73	47.50	52.28	57.05	61.82	66.59	71.37
English Language Learners	30.14	35.96	41.78	47.61	53.43	59.25	65.07
Economically Disadvantaged	62.61	65.73	68.84	71.96	75.07	78.19	81.31

Following the first administration of new assessments in the 2014-15 academic year, all AMOs will be rebased to reflect targets for growth on the new assessment.